

Henry County Public Schools
School Improvement Plan
2018 – 2019

School Name: Bassett High School

Date: October 8, 2018

SECTION I: HCPS STRATEGIC PLAN & GOALS

HCPS Vision	Inspiring learners to positively impact their world.
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HCPS Mission	Henry County Public Schools provides our diverse community of learners with meaningful educational experiences that prepare them for a successful future.
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HCPS Core Values	<ul style="list-style-type: none">● We value respect.● We act with integrity.● We strive for excellence.● We promote equity.● We put students first.
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HCPS Strategic Plan	INSPIRE 2025
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HCPS Goals	<ul style="list-style-type: none">● Henry County Public Schools will provide high quality curriculum instruction, and assessment to prepare students for success.● Henry County Public Schools will be supported by highly qualified professionals.● Henry County Public Schools will provide a safe, supportive, and innovative learning environment for all students.● Henry County Public Schools will engage the school community to ensure open communication and facilitate partnerships to meet student needs.
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SECTION II: SCHOOL BACKGROUND & OVERVIEW

School Mission Statement

Bassett High School empowers diverse individuals to be lifelong learners and well-rounded citizens who contribute meaningfully in a progressively global society.

School Profile

Bassett High School has a total student population of 1,118 students. Of the total population, 582 are male and 536 are female. The racial/ethnic breakdown of the student population is as follows: 64% White, 14% Black, and 13% Hispanic. Bassett High School has a total student to teacher ratio of 17:1.

Special Programs

Bassett High School offers several special programs for students. Bassett offers several Advanced Placement and Dual Enrollment courses through Patrick Henry Community College. Starting in 11th grade, students can participate in ACE Academy where students can graduate with an Associates Degree. Students also partner with PHCC through the IDEA Academy. Bassett High also partners with the Piedmont Regional Governor's School. Bassett students can participate in Bengal Tech, which is a Project Based Learning program that focuses on college and career readiness. Bassett has an award winning Fine Arts program, offering courses in Band, Choir, Drama, Art and Graphic Design. Finally, Bassett offers the following Career and Technical programs both on and off campus to students: Culinary Arts, Cosmetology, Horticulture and Agriculture, Motorsports, Industrial Maintenance, HVAC and JROTC.

Community Partners

Harvest Foundation
MHC After 3
Henry County Sheriff's Dept
Patrick Henry Community College
Chick-Fil-A
Piedmont Community Services
CrossPoint Church
New College Institute
Salvation Army
Eastman
Oh Henry Program
Virginia Tech Talent Search and Upward Bound
Radford University
American Legion
Roanoke Symphony Orchestra
Piedmont Arts
TheatreWorks Community Players

Achievements, Recognitions, Awards

Band - 6 time State Champion, 10 time Grand National Semi-Finalist
Multiple athletic district championships
US News & World Report - Best High Schools Silver Award 2013
Virginia Band and Orchestra Directors Association: BHS Honor Band 2012-2013
Henry County Teacher of the Year: Trey Harris 2013 and Brandon Johnson 2017
Regional Teacher of the Year: Trey Harris 2013
Citation of Excellence Award: Trey Harris
VHSL Marshall Johnson Sportsmanship Award - Girls' Basketball
One US Army All-American Band Selection
Green Ribbon Schools Award: 2017
Beta National Creative Writing Award Recipient

Section III: SCHOOL DATA & GOALS

School Data

Bassett High School achieved accreditation for the 2018-19 school year.

English Performance

- Overall 88% proficiency
- Gap Groups
 - Black: 82% proficiency
 - Economically Disadvantaged: 85% proficiency
 - English Learners: 86% proficiency
 - Hispanic: 89% proficiency
 - Students with Disabilities: 62% proficiency
 - White: 90% proficiency

Mathematics Performance

- Overall 80% proficiency
- Gap Groups
 - Black: 72% proficiency
 - Economically Disadvantaged: 75% proficiency (3-year average)
 - English Learners: 82% proficiency
 - Hispanic: 87% proficiency (3-year average)
 - Students with Disabilities: 54% proficiency
 - White: 80% proficiency (3-year average)

Science Performance

- Overall 83% proficiency

Chronic Absenteeism

- 19% of students missed 10% or more of the school year.

Graduation and Completion Index

- 89.6 over three year average

Dropout Rate

- 7.08% (3-year average)

School Goals	<p>Goal #1: Increase the English proficiency of Students with Disabilities from 62% to 66%</p> <p>Goal #2: Bassett High School will decrease the dropout rate for students from 8.47% to 6%, and increase the Graduation and Completion Index from 87.8% to 89%.</p> <p>Goal #3: Increase the Math proficiency of Students with Disabilities from 54% to 60%</p> <p>Goal #4: Decrease the percentage of students who are chronically absent from school from 19% to 15%</p>
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Additional Support needed from Central Office	<ol style="list-style-type: none">1. Additional resources and support for special education students.2. Workkeys: resources to help support remediation for test
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SECTION IV: SMART GOALS

Goal #1	Bassett High School will increase the proficiency rate on the English SOL tests for students with disabilities from 62% to 66% during the 2018-19 school year.
HCPS Goal Alignment	High Quality Instruction: Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.
Baseline Data	During the 2017-18 school year, 62% of students with disabilities achieved proficiency on the English SOL tests.
Identification Process	100% of English 9, 10 and 11 teachers in collaboration with Special Education Inclusion teachers will examine formative and summative data from their students with disabilities in order to identify those who are at risk of failing the Writing or Reading SOL test.
Person (s) Responsible	English 9, 10, 11 and Special Education Teachers
Monitoring Process	English 9, 10 and 11 teachers along with EL staff will monitor the grades and summative assessment performance of EL students who are at risk of failing the Writing or Reading SOL test.

Action Steps	Evidence of Implementation	Date of Completion
Develop and implement a school-wide writing initiative in collaboration with English Department where all teachers will develop writing assignments where students will be required to practice basic writing skills like punctuation, commas, capitalization, and writing using proper language.	- Writing Rubric that will be shared with teachers - Writing samples from classes around the building	5/23/19
Develop and implement a school-wide reading across the curriculum program that will have students practice reading comprehension skills like inference, tone and determining an author's thesis.	- Lesson activities that incorporate these reading strategies.	5/23/19
English teachers will assign IXL practice activities throughout the school year based on identified weaknesses of students.	- IXL - Lesson Plans	5/23/19
English teachers will administer benchmark assessments in Reading and analyze the data for specific weaknesses to drive further instruction.	- Benchmark assessment data	5/23/19
English teachers will administer Henry County Writing Initiative prompts in 9th and 10th grade classes and analyze the data for specific weaknesses to drive further instruction.	- Writing Initiative data	5/23/19
English teachers will collaborate with Special Education inclusion partners to develop lessons that will address the needs of students with disabilities.	- Lesson Plans	5/23/19

Goal #2	Bassett High School will decrease the dropout rate for students from 8.47% to 6%, and increase the Graduation and Completion Index from 87.8 to 89 during the 2018-19 school year.
HCPS Goal Alignment	High Quality Instruction: Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.
Baseline Data	During the 2017-18 school year, Bassett High School had a Graduation and Completion Index score of 87.8, which was the minimum score to be considered in Level One by the Virginia Department of Education. The Dropout Rate for Bassett High School during the 2017-18 school year was 8.47%.
Identification Process	Students will be identified as at risk to not graduate on time based on grades, attendance, credits earned towards graduation, and SOL test scores.

Person (s) Responsible	Administration, Guidance, Teachers
Monitoring Process	Progress towards meeting the goal will be monitored monthly by administration and guidance counselors in order to make sure students who are at risk are making progress towards graduation.

Action Steps	Evidence of Implementation	Date of Completion
The school will hold a meeting with seniors who are at risk of not graduating on time and their parents in order to determine a plan of action that will get them on schedule. Parents who do NOT attend will receive a conference call and/or home visit.	Letters home to parents	5/23/19
Guidance will meet with students on their caseload who have failed a class after each grading period in order to determine a plan of action towards working towards making improvements during the next grading period.	Meeting logs Action plans	5/23/19
Perform home visits for students who are not attending school on a regular basis in order to get students back to school.	Meeting logs	5/23/19
Remediation for Seniors struggling in classes and in need of verified credits to graduate.	Remediation logs	5/23/19
Students who are identified as not being able to graduation on time will be referred for the ISAEP program.	ISAEP referrals	5/23/19
Students who are not meeting graduation requirements will be allowed to participate in online learning programs for credit recovery (Success Academy/GradPoint).	GradPoint registration Data from GradPoint on student progress	5/23/19
Freshmen Mentors will meet with their mentees during the year to check in and offer guidance towards high school success.	Meeting logs	5/23/19
Teachers will be assigned an at risk 9th grade student to mentor throughout the year in order to help them transition successfully to high school.	Mentor assignments Meeting logs	5/23/19

Goal #3	For the 2018-19 school year, Bassett High School will increase the percentage of students with disabilities who pass Math SOL tests from 54% to 60%.
HCPS Goal Alignment	High Quality Instruction: Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.
Baseline Data	During the 2017-18 school year, 54% of students with disabilities achieved proficiency on the Math SOL tests. Over the past three years, students with disabilities have averaged 53% proficiency on the Math SOL tests.
Identification Process	100% of Algebra I, Geometry and Algebra II teachers in collaboration with Special Education inclusion partners will examine formative and summative data during the 2018-19 school year in order to identify those students with disabilities who are at risk of failing the Algebra I, Geometry and Algebra II SOL tests.
Person (s) Responsible	All Math teachers and Special Education Teachers
Monitoring Process	All Math and Special Education teachers will monitor the progress of their students with disabilities by monitoring the grades and formative and summative assessments of students to determine their mastery of the subject material.

Action Steps	Evidence of Implementation	Date of Completion
Selected math teachers will work with Dr. Dan Mulligan throughout the year to develop common assessments to use in Algebra I, Geometry and Algebra II.	Use of formative assessments in all SOL tested Math courses, and collection of data from those assessments that are driving instructional decisions.	5/23/19
Teachers will assign students activities through IXL based on identified weaknesses throughout the year.	IXL data Lesson Plans	5/23/19
Math teachers will collaborate with Special Education inclusion teachers in order to provide differentiated and targeted lessons to support students with disabilities.	Formative & Summative Data Small Group Instruction Lesson Plans	5/23/19
Math teachers will offer after-school remediation for students with disabilities who are targeted based on identified weaknesses. Teachers will reach out to parents in order to communicate with them the need for their child to stay for remediation.	Remediation calendars Call logs to parents	5/23/19
Teachers will utilize formative assessments daily in their lessons, and use the data to drive their instruction.	Lesson Plans Formative Assessments Formative Assessment Data	5/23/19
All math teachers will administer benchmark assessments to students during each semester and analyze data for specific weaknesses that will drive further instruction.	Benchmark Assessments Data from Assessments Data Conferences Edits in plans responding to benchmark data (activities, reteaching, assessments)	5/23/19
Teachers and their Inclusion Co-teachers will participate in professional development throughout the year from T-TAC to help support co-teaching in the inclusion setting.	Participation Log Certificates from PD	5/23/19

Goal #4	Bassett High School will lower the rate of chronic absenteeism from 19% to 15% during the 2018-19 school year.
HCPS Goal Alignment	<p>Family & Community Engagement: Build capacity and create tools to foster partnerships among families, schools, and the community that result in shared responsibilities for student success.</p> <p>Safe & Innovative Learning Environment: Maintain a positive social and emotional climate for all students and staff.</p>
Baseline Data	During the 2017-18 school year, Bassett had a chronic absenteeism rate of 19%. During the last three years, the rate of chronic absenteeism was 18.6%
Identification Process	Students who are chronically absent will be identified by daily attendance data generated from the attendance office.
Person (s) Responsible	Guidance Counselors, Administration, Attendance Office Staff, Teachers
Monitoring Process	Bassett High School administration will monitor student attendance weekly in order to determine if attendance interventions are working to improve chronic absenteeism.

Action Steps	Evidence of Implementation	Date of Completion
Guidance counselors and administrators will monitor the attendance of students on their caseload, and call parents/guardians when a student has missed five days of school.	Call logs	5/23/19
Administration will send home postcards to parents notifying them of a student's fifth unexcused absence from school.	Postcards Attendance Counts	5/23/19
Administration will initiate an attendance contract for students once they have accumulated 7 unexcused absences for the school year.	Attendance Contracts	5/23/19
Administration will refer students to Truancy once they have broken an Attendance Contract and continue to accumulate unexcused absences.	Truancy Referrals	5/23/19
Teachers will undergo professional development centered around student engagement and will implement strategies to improve engagement in the classroom.	Professional Development logs Lesson Plans	5/23/19
Administration will perform home visits of students who have been identified as chronically absent in order to make contact with families and students, and determine the cause of the absence.	Visit Logs	5/23/19